



## REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

<u>Date:</u> 2/12/2016	<u>Interviewer:</u> Sue Guenter-Schlesinger	<b>RFA #16 – 05</b>
<u>Name of Person(s) Requesting Assistance:</u> [REDACTED] WWU student		
<u>Contact Numbers (telephone, e-mail, etc.):</u> [REDACTED]		
<u>Status of Person(s) Interviewed (title, position, student status, etc.):</u> Student		
<u>Requested Assistance Pertaining To (name, position, policy, project, etc.):</u> [REDACTED]		

To the best of your knowledge, please fill out the following:

Interviewee Status:    Male ☒ Female ☐    Administrator ☐ Faculty ☐ Staff ☐ Student ☒  
 Concern Regarding:    Male ☒ Female ☐    Administrator ☐ Faculty ☒ Staff ☐ Student ☐

**Category:** *(Please check at least one)*

- |  |   |   |                                     |  |
|--|---|---|-------------------------------------|--|
| <input type="checkbox"/> Age                           | <input type="checkbox"/> Color                      | <input type="checkbox"/> Creed              | <input type="checkbox"/> Disability | <input type="checkbox"/> Veteran Status      |
| <input type="checkbox"/> Marital Status                | <input checked="" type="checkbox"/> National Origin | <input checked="" type="checkbox"/> Race    | <input type="checkbox"/> Religion   | <input type="checkbox"/> Retaliation         |
| <input type="checkbox"/> Sex/Gender                    | <input type="checkbox"/> Sexual Harassment          | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Employment | <input type="checkbox"/> Genetic Information |
| <input type="checkbox"/> Gender Identity or Expression |   |   |                                     |  |

Time Line		
Date	Item	Comments
2/12/16	Email received from [REDACTED]	Mr. [REDACTED] complains that when students painted him as a racist, that Mr. [REDACTED] did not stand up for him and did not allow him to explain his views in Mr. [REDACTED] class. Mr. [REDACTED] sends letters detailing this to the EO Office, ccing EO Office, Provost, Chyerl Wolf-Lee, LeAnn Martin, and Todd Koetje
2/17/16	Mr. [REDACTED] replies to Mr. [REDACTED]	See letter in file
2/18/16	SGS meets with Mr. [REDACTED] about Mr. [REDACTED] concerns	SGS discusses importance of ensuring that all views are respected in the classroom and asks Mr. [REDACTED] if he would be willing to reach out to Mr. [REDACTED] and let him know that he supports diversity of opinions. SGS also discusses with Mr. [REDACTED] the need for Mr. [REDACTED] to set the tone to ensure that voices from all his students are heard.
2/24/16	SGS meets with Mr. [REDACTED]	SGS meets with Mr. [REDACTED] to inform him of her meeting with Mr. [REDACTED] and Mr. [REDACTED] agreement that he would be willing to meet with Mr. [REDACTED] to further discuss the issue. SGS further informs Mr. [REDACTED] that she has discussed the importance for Mr. [REDACTED] to hear all voices in his classroom, especially on

		such sensitive comments such as immigration.